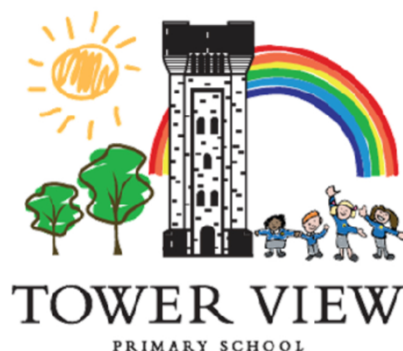


# Relationships and Sex Education policy

Tower View Primary School



Approved by:	A Ridout/ Governors	Date: June 2021
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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Tower View Primary school we are committed to providing educational experiences at the highest quality in order to promote the highest possible standards of achievement. We deliver SRE sensitively, with the needs of our pupils at the centre of our approach.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. The DFE states that “pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self efficacy”. (RSE guidance 2020)

We believe this involves acquiring information, developing skills and forming positive beliefs, values and attitudes and we aim to deliver this here at Tower View.

### **School environment, relationships and ethos of the school**

RSE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure environment which is conducive to learning. This is something we believe in at Tower View.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). " it is given in such a manner as to encourage those pupils to have a due regard to moral considerations and the value of family life"

At Tower View Primary School we teach RSE as set out in this policy.

## 3. Policy development

Our school seeks to work in partnership with parents to provide effective RSE and support for children/young people. Parents need to know that the schools' programme will compliment and support their role as parents and that they can be actively involved in the determination of the school's policy.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – School staff and parent governors were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

The term 'Relationships' covers all relationships we, as humans have with others- family members, friends, the relationships children have in school with their peers and members of staff. In a broad sense Relationship Education compasses all interactions we have with others.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. At Tower View we will teach weekly lessons to develop the children's skills and understanding.

"Personal, Social, Health and Economic (PSHE) curriculum is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential". (Programme of study for PSHE

Association 2019) Our PSHE and RSE programme builds on children's existing knowledge, experience and perceptions. There is progression across the key stages and is a spiral curriculum.

We know that it is essential that RSE is delivered in a safe, secure and supportive learning environment. We believe that the following elements are essential to ensure this:

- The establishment of clear ground rules, understood by all, covering confidentiality, right to privacy, respect and boundaries.
- The use of distancing techniques, including depersonalised discussions, role play and theatre in education.
- The use of clear language that avoids misunderstandings, prejudice and assumptions about children and young people's abilities, desires, background and experiences.
- The ability to deal with unexpected questions and comments from pupils and sensitive issues.

In our school, children/ young people are encouraged to develop confidence in talking, listening and thinking about sex and relationships through a carefully planned and constructed RSE curriculum. The core principles of teaching and learning in RSE are:

- To ensure that every pupil succeeds through the provision of an inclusive education within a culture of high expectations.
- To build on pupils' knowledge and experiences: with teaching structured and paced to ensure they understand what is being taught and how.
- To ensure that learning is vivid and real, developing understanding through enquiry, group discussions and problem solving.
- To provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge.
- To make learning enjoyable and challenging with teaching techniques and strategies matched to a range of learning styles and needs.
- To promote assessment for learning; making pupils partners in their own learning and allowing time for reflection and consolidation.
- To ensure that staff training needs are identified and met.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is firmly rooted within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). It is not delivered in isolation. Many opportunities exist throughout the curriculum also.

The national curriculum for science includes subject content in related areas, such as main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. The school nurse comes in to deepen knowledge and children have the opportunity to ask questions anonymously with a question box if they wish.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

What is high quality relationship and sex education? (PSHE Association)

The principles of high quality RSE in all schools are that relationships and sex education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent

Knowledge and understanding

- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.

The DFE guidance for RSE says that schools must take “ the religious background of pupils into account to ensure that the content of RSE lessons are appropriately handled”. Young people from all faiths and backgrounds are entitled to a strong RSE curriculum which guides them through the journey from adolescence to adulthood; enabling them to form healthy relationships... safely, including in the online world. RSE should always be developed in partnership with parents and the wider community and should be sensitive to the range of different values and beliefs we have within a multi-cultural and multi-faith society.

## **SEND**

Teaching aspects of the statutory Relationships and Sex Education (RSE) to children with special educational needs (SEN) requires careful thought and consideration. As stated in the guidance “ RSE must be accessible to all children. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility”.

At Tower View we are mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice.7.38- preparing for adulthood means preparing for:

- participating in society, including having friends and supportive relationships and participating in, and contributing to, the local community.
- Being as healthy as possible in adult life.

Points we consider when we plan to teach RSE to children with SEND

- What is preferred learning style of the child? Can the content be presented in a more visual or practical way? Breaking down the learning outcomes into smaller steps so they form the basis of a lesson or series of lessons.
- Can a learning wall or other display be effectively used to support a child with SEND to access extra information and prompts or to remind them of RSE topics previously covered?

- Is the content age appropriate for the child, thinking not just about their chronological age but also their developmental and cognitive age.
- Will the child need any additional adult support to access the information?
- Would key words, pictures to represent emotions or writing frames help to support the child?
- Making sure that the ground rules for sensitive RSHE lessons are fully understood by the child to avoid them asking an inappropriate question or sharing information with others that would be better shared after the lesson with a member of staff.

## 7. Roles and responsibilities

### 7.1 The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. It will be approved via the Curriculum Committee and recommendations made to the Full Governors Board.

### 7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All class teachers in each year group across the school, in collaboration with both the Headteacher and P.S.H.E. lead are responsible for teaching this subject.

### Responding to sensitive issues and supporting children/young people

There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people.

Teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may be at risk of abuse. As a staff we know that it is essential that we are all aware of the school's child protection policy. A copy of this is available upon request.

### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

We would urge any parents that are considering to withdraw their child from a lesson to consider what is being taught, how it is being taught and how important this education is for all children and to speak to their child's class teacher if they have any questions. We offer the opportunity for parents to view the materials so they are aware of the content covered.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as well as using on-line training materials when appropriate.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Jo Davies through:

Learning walks, discussions with pupils and staff and seesaw/ floor books.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jo Davies & representative of Curriculum committee of governors. At every review, the policy will be approved by the Curriculum Committee and ratified by the Full Governors Board.

## Appendix 1: Curriculum map

### Relationships and Sex education Curriculum map (2021-22)

BELOW ARE THE THEMES COVERED WITHIN THE 'RELATIONSHIPS' AND 'HEALTH' AND WELL BEING' UNITS.



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year1	Autumn 1	<b><u>Relationships- TEAM</u></b> <ul style="list-style-type: none"> <li>• Together Everyone Achieves More (TEAM)- I can talk about the teams I belong to.</li> <li>• Listening- I can be a good listener.</li> <li>• Being kind- I can explain how to be kind and why it is important.</li> <li>• Bullying &amp; Teasing- I can talk about unkind behaviour like teasing and bullying.</li> <li>• Brilliant Brains- I can explain how to be a positive learner.</li> <li>• Making choices- I can identify good and not so good choices.</li> </ul>
	Summer 1	<b><u>Relationships- BE YOURSELF</u></b> <ul style="list-style-type: none"> <li>• Marvellous Me- I can talk about what makes me special.</li> <li>• Feelings- I can name some of the different feelings I have and can describe how they feel.</li> <li>• Things I like- I can talk about things I like that make me feel happy.</li> <li>• Uncomfortable Feelings- I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</li> <li>• Changes- I can discuss how change and loss make me feel.</li> <li>• Speak up!- I can share what I think and feel with confidence.</li> </ul>
	Summer 2	<b><u>Health &amp; Wellbeing- ITS MY BODY</u></b> <ul style="list-style-type: none"> <li>• My body, my business- I know I can choose what happens to my body. (Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. Know how to respond if physical contact feels uncomfortable or unsafe. Know there are situations where they should ask permission and also where permission should be sought. What to do if they feel unsafe or worried; who to ask for help; importance of keep trying until they are heard.)</li> <li>• Active and asleep- I can make healthy choices about food and drink.</li> <li>• Happy healthy food- I can make healthy choices about food and drink.</li> <li>• Clean as a whistle- I know how to keep my body clean.</li> <li>• Can I eat it?- I know what is safe to eat or drink.</li> <li>• I can choose- I can choose to keep my mind and body health and safe.</li> </ul>

Year 2	Autumn 1	<p><b><u>Relationships- VIPs</u></b></p> <ul style="list-style-type: none"> <li>• Who are your VIPs?- I can talk about the very important people in my life and explain why they are special.</li> <li>• Families- I can describe why families are important.</li> <li>• Friends- I can describe what makes someone a good friend.</li> <li>• Falling out- I can describe ways to help resolve arguments and disagreements without being unkind.</li> <li>• Working Together- I can cooperate with others to achieve a task.</li> <li>• Showing you care- I can describe how I can show my special people that I care about them and I understand why this is important.</li> </ul> <p><b><u>Health and Wellbeing- Safety First</u></b></p> <ul style="list-style-type: none"> <li>• Keeping safe- I know how to stay safe and who can help if I feel unsafe.</li> <li>• Staying safe at home- I know how to stay safe at home.</li> <li>• Staying safe outside- I know how to stay safe when I am out and about.</li> <li>• Staying safe around strangers- I can keep myself safe in different situations with people I don't know.</li> <li>• Safe secrets and supervises- I know what I can share and what I should keep private to keep myself and others safe.</li> </ul> <p>(To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.)</p> <p>(To know about the importance of not keeping adults' secrets ( only happy surprises that others will find out about eventually).)</p> <p><b><u>Health &amp; Wellbeing- Growing up</u></b></p> <ul style="list-style-type: none"> <li>• Our bodies- To name the main parts of the body including external genitalia ( eg vulva, vagina, penis, testicles)- I can name the main parts of boys' and girls' bodies.</li> </ul> <p>(Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.)</p> <ul style="list-style-type: none"> <li>• Is it ok?- I understand how to respect my own and other people's bodies.</li> </ul> <p>( what to do if they feel unsafe or worried; who to ask for help; importance of keep trying until the are heard.)</p> <ul style="list-style-type: none"> <li>• Pink and blue- I understand we are all different and different people like different things.</li> <li>• Your family, My family- I can talk about my family and others' families.</li> </ul> <p>(To know about different types of families including those that may be different than their own.)</p> <ul style="list-style-type: none"> <li>• Getting older- I can describe how I will change as I get older.</li> </ul> <p>( to know about growing and changing from young to old and how peoples needs change. Preparing to move to a new class/ year group).</p> <ul style="list-style-type: none"> <li>• Changes- I can describe things that might change in a persons life and how it might make them feel.</li> </ul> <p>(About change and loss (including death) to identify feelings associated with this; recognise what helps people feel better.)</p>
	Spring 2	
	Summer 2	

Year 3	Autumn 1	<b><u>Relationships- TEAM</u></b> <ul style="list-style-type: none"> <li>• A new start- I can talk about changes and how they might make me feel.</li> <li>• Together Everyone Achieves More- I can explain how and why we should work well as a team.</li> <li>• Working Together-I can describe how my actions and behaviour affect my team.</li> <li>• Being considerate- I can pay attention to and respond considerately to others.</li> <li>• When things go wrong- I can describe why disputes might happen and strategies to resolve them</li> <li>• Responsibilities- I can talk about changes and how they might make me feel.</li> </ul>
	Summer 1	<b><u>Relationships- BE YOURSELF</u></b> <ul style="list-style-type: none"> <li>• Pride- I can say the things about myself that I am proud of. (That for some people gender identity does not correspond with their biological sex.)</li> <li>• Feelings- I can identify the feelings I have and describe how different emotions feel. (To recognise that feelings can change over time and range in intensity).</li> <li>• Express yourself- I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.</li> <li>• Know your mind- I know how to be assertive.</li> <li>• Media-Wise- I can explore messages given by the media and decide if they are helpful or harmful.</li> <li>• Making it Right- I can identify different strategies I can use if I make a mistake.</li> </ul>
	Summer 2	<b><u>Health and Well-being- IT'S MY BODY</u></b> <ul style="list-style-type: none"> <li>• My Body, My Choice- I can choose what happens to my body and I can get help with any concerns. (To know that female genital mutilation (FGM) is against the British law, what to do and who to tell if they think they know somebody who might be at risk. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. To know about seeking and giving permission.</li> <li>• Fit as a Fiddle- I know how to keep my body healthy.</li> <li>• Good Night, Good Day- I know why it is important to get enough sleep.</li> <li>• Cough, Splutter, Sneeze!- I understand the importance of hygiene and what to do if I feel unwell.</li> <li>• Drugs: Healing or Harmful?- I know how to take medicine safely and keep safe around drugs.</li> <li>• Choices Everywhere- I know how to make better choices and choose healthy habits.</li> </ul>

Year 4	Autumn 1	<p><b><u>Relationships- VIPS</u></b></p> <ul style="list-style-type: none"> <li>Family and Friends- I can explain the importance of respecting my VIPs. (what constitutes a positive healthy friendship- eg; mutual respect, truthfulness, loyalty, kindness, generosity, sharing interest, experiences, support with problems and difficulties) .</li> <li>Fabulous Friends- I can explain how to make and keep fabulous friends.</li> <li>Is This a Good Relationship?- I can identify my own support network. ( recognise If a friendship -online or offline- is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. To know about privacy and personal boundaries; what is appropriate in friendships and other relationships, including online).</li> <li>Falling out- I can demonstrate strategies for resolving conflicts.</li> <li>What is bullying?- I can identify what bullying is.</li> <li>Stand up to Bullying- I know what to do if someone is being bullied.</li> </ul> <p><b><u>Health and Well-being- SAFETY FIRST</u></b></p> <ul style="list-style-type: none"> <li>NEW responsibilities- I can be responsible for making good choices to stay safe and healthy.</li> <li>Risks, Hazards and Danger- I can identify a risky situation and act responsibly.</li> <li>Under Pressure-I understand that I can choose not to do something that makes me feel uncomfortable.</li> <li>Safety When Out and About- I know how to stay safe when out and about.</li> <li>Dangerous Substances- I know about dangerous substances and how they affect the human body.</li> <li>Injuries and Emergencies- I know how to respond in emergency situations.</li> </ul> <p><b><u>Health and Well-being- GROWING UP / IT'S MY BODY</u></b></p> <ul style="list-style-type: none"> <li>Exercise Right, Sleep Tight- I understand why getting enough exercise and enough sleep is important.</li> <li>Taking care of our bodies- I understand how to take care of my body.</li> <li>Changing Emotions- I can describe the feelings that some people experience as they grow.</li> </ul> <p>(To recognise that feelings can change overtime and range in intensity. To develop a varied vocabulary to use when talking about feelings; about how to express ourselves in different ways. To know about the emotional changes that happen when approaching and during puberty.</p> <ul style="list-style-type: none"> <li>Relationships and Families- I understand that there are many different types of relationships and families.</li> </ul> <p>(To know that for some people gender identity does not correspond with their biological sex. To know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. To recognise and respect that there are different types of family structure- including single parents, same-sex parents, step parents, blended families, foster parents; that families of all types can give family members love, security and stability. To know that forcing somebody to marry against their will is a crime; that help and support is available to people who are worried about this for themselves and other.)</p>
	Spring 1	
	Summer 2	

Year 5	Autumn 1	<b><u>Relationships- TEAM</u></b> <ul style="list-style-type: none"> <li>• Together Everyone Achieves More- I can talk about the attributes of a good team.</li> <li>• Communicate- I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</li> <li>• Compromise and collaborate- I can compromise and collaborate to ensure a task is completed.</li> <li>• Care- I can reflect on the need to care for individuals within a team.</li> <li>• Unkind Behaviour- I can identify hurtful behaviour and suggest ways I can help.</li> <li>• Shared Responsibilities- I can understand the importance of shared responsibilities in helping a team to function successfully.</li> </ul>
	Summer 1	<b><u>Relationships- BE YOURSELF</u></b> <ul style="list-style-type: none"> <li>• You are unique- I can explain why everyone is unique and understand why this should be celebrated and respected.</li> <li>• Let it out!- I can explain why I should share my own thoughts and feelings and I know how to do this.</li> <li>• Uncomfortable feelings- I can explore uncomfortable feelings and understand how to manage them.</li> <li>• The Confidence Trick- I can understand why we sometimes feel shy or nervous and know how to manage these feelings.</li> <li>• Do the Right Thing- I can identify when I might have to make different choices from those around me. (How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this).</li> <li>• Making Amends- I can explore how it feels to make a mistake and describe how I can make amends.</li> </ul>
	Summer 2	<b><u>Health and Wellbeing -IT'S MY BODY</u></b> <ul style="list-style-type: none"> <li>• Your body is your own- I know that my body belongs to me and that I have control over what happens to it. (To know that female genital mutilation (FGM) is against the British law, what to do and who to tell if they think they know somebody who might be at risk. To recognise of a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. To know about seeking and giving permission. To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> </ul>

	Summer 2 cont...	<ul style="list-style-type: none"> <li>• Changes in boys and girls - I can describe how boys bodies will change as they go through puberty. (To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human production. To know about the physical and emotional changes that happen when approaching and during puberty including menstruation, key facts about be the menstruation cycle and menstrual Wellbeing, erections and wet dreams.)</li> <li>• Harmful Substances- I understand the harmful effects of using drugs, including alcohol and tobacco. (How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for Managing this.)</li> <li>• How we think and feel about our bodies- I understand what a positive body image is (To know that for some people gender identity does not correspond with their biological sex. To recognise their individuality and personal qualities.)</li> <li>• Healthy Choices- I can make informed choices in order to look after my physical and mental health.</li> </ul>
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<p>Year 6</p>	<p>Autumn 1</p>	<p><b><u>Relationships- VIPS</u></b></p> <ul style="list-style-type: none"> <li>• People we love- I can explain how VIPS who love and care for each other should treat each other.</li> </ul> <p>To know that people who love and care for each other can be in a committed relationship (eg marriage) living together, but may also live apart. To recognise and respect that there are different types of family structure ( including single parents, same-sex parents, step-parents, blended families, foster parents) that families of all types can give family members love, security and stability.</p> <ul style="list-style-type: none"> <li>• Think before you act- I can identify different ways to calm down when I am feeling angry or upset.</li> <li>• It's ok to disagree- I understand that people have different opinions that should be respected.</li> <li>• You decide- I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</li> <li>• Secrets-I can explain when it is right to keep a secret, when it is not and who to talk about this.</li> </ul> <p>To know about keeping something confidential or secret, when this should (eg a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <ul style="list-style-type: none"> <li>• False Friends- I can recognise healthy and unhealthy relationships.</li> </ul> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable ;how to manage this and ask for support if necessary. To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>
	<p>Summer 1</p>	<p><b><u>Relationships- DIGITAL WELLBEING</u></b></p> <ul style="list-style-type: none"> <li>• My Digital Life- I can identify the benefits of the internet and know how to look after my digital Wellbeing.</li> <li>• Staying Safe, Healthy and Happy Online- I know how to stay safe, healthy and happy online and when I use digital technology.</li> </ul> <p>(To know about the importance of keeping personal information private, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact).</p> <ul style="list-style-type: none"> <li>• Online Relationships-I know how to develop safe and respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.</li> </ul> <p>(To know about private and personal boundaries; what is appropriate in friendships and wider relationships -including online. To know how to respond safely and appropriately to adults they may encounter- in all contexts including online- whom they do not know. To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.)</p> <ul style="list-style-type: none"> <li>• Social Media- I know how to use social media responsibly to protect the health, Wellbeing and rights of all.</li> </ul> <p>(To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images).</p>

Summer 1 cont...	<ul style="list-style-type: none"> <li>• Saying No to Online Bullying- I know what online bullying is and what to do if I see or experience it to help make it stop.</li> <li>• Fake news-I understand not all information online is true and know how to assess the reliability of both text and images.</li> </ul>
Summer 2	<p><b><u>Health and Wellbeing- GROWING UP</u></b></p> <ul style="list-style-type: none"> <li>• Changing Bodies - I can describe the changes that peoples bodies go through during puberty and how we can look after our changing bodies.</li> </ul> <p>(To identify the external, genitalia and internal reproductive organs in males and females and how the process of puberty relates to human production.To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual well-being, erections and wet dreams.) To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted contact.</p> <ul style="list-style-type: none"> <li>• Changing Emotions- I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</li> <li>• Just the Way You Are- I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.</li> <li>• Relationships- I understand what a loving relationship is and that there are many types of relationships.</li> </ul> <p>(To recognise there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships). To recognise that people may be attracted to someone emotionally, romantically, sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. (To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. To know that forcing anyone to Marry against their will is against the law. To recognise and respect that there are different types of family structure (including single parents, same sex parents, step-parents, blended families, foster parents)</p> <ul style="list-style-type: none"> <li>• Let's Talk About Sex- I understand what a sexual relationship is and who can have a sexual relationship.</li> <li>• Human Reproduction- I can describe the process of human reproduction, from conception to birth.</li> </ul> <p>(To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born ( and that there are ways to prevent a baby being made); how babies need to be cared for.</p>



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

<p>Agreed actions from discussion with parents</p>	